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| **Date** | **Standard/Objective** | **Activities** | **Quick Assessment** | **Modifications** | **Homework** |
| Monday4/23 | 8.F.4I can write an equation in slope-intercept form.  | \*Daily Math Problem\*Briefly review 4.5 Puzzle Time/8.7 Practice\*Review/re teach graphing using intercepts, as needed\*Begin 4.6 Writing equations in Slope-Intercept Form\*Notes and discussion of examples 1/2 on Big Ideas Text pages 180/181, focusing on identifying the slope of a line along with the y-intercept in order to create an equation \*As a class, practice “On Your Own” and Activity #1 on text page 178\*Group work on Big Ideas Text page 182 | Exit Ticket: Big Ideas Text page 180 “Extra Example” #1a/b | Select problems from 4.6 Record and Practice JournalSmall group instruction/re teaching of lesson’s key concepts | Big Ideas Text page 180 |
| Tuesday4/24 | 8.F.4I can write an equation in slope-intercept form.  | \*Daily Math Problem\*Check in and have students present equations from problems completed on Big Ideas Text page 180\*Introduce creating an equation when given two points\*Demonstrate strategies to use with #13-15 on page 183, focusing on first  finding the slope and then finding the y-intercept \*See additional problems on page 190 #12/13\*As a class, complete 4.6 Practice \*Independently complete 4.6 Puzzle Time #1-4 | Exit Ticket: Big Ideas Text page 181 “Extra Example” #2 | Finish 4.6 Record and Practice Journal | 4.6 Puzzle Time #1-4 |
| Wednesday4/25 | 8.F.4I can write an equation in slope-intercept form.  | \*Daily Math Problem\*Re teach creating an equation when given two ordered pairs, by first determining the slope and then the y-intercept\*Correct and discuss homework (4.6 Puzzle Time #1-4)\*Continue to work on creating equations in slope-intercept form when  given two points by working in groups on the rest of 4.6 Puzzle Time  while others receive more one-on-one instruction \*Once finished, complete Digits Lesson 5.6  | Exit Ticket: Big Ideas Text page 195 #24 | Grouping of students to complete 4.6 Puzzle TimeSmall group instruction/re teaching of finding slope and y-intercept when given two points | 4.6 Puzzle Time OrDigits Lesson 5.6 |
| Thursday4/26 | 8.F.4I can create an equation using slope and a point.I can create an equation using two points.  | \*Daily Math Problem\*Review/re teach, as needed, creating an equation in slope-intercept  form when given two ordered pair\*Check in, correct, and discuss homework (4.6 Puzzle Time or Digits  Lesson 5.6)\*Introduce point-slope form\*Compare and contrast slope-intercept form, standard form, and point-  slope form\*Notes, discussion, examples on Big Ideas Text pages 186/187, focusing  on creating an equation using slope and a point along with writing an  equation using two points\*As a class, practice “On Your Own” on pages 186/187 and page 188 #3- 17-odds\*Independently try page 188 #4-16-evens | Exit Ticket: Big Ideas Text page 186 “Extra Example” #1 | 4.7 Record and Practice JournalSmall group instruction/re teaching of key concepts while others work independently on assigned problems  | Big Ideas Text page 188 #4-16-evens  |
| Friday4/27 | 8.F.4I can create an equation using slope and a point.I can create an equation using two points. | **Early Release**\*Daily Math Problem\*Review/re teach creating an equation using a slope and a point in  addition to creating an equation using two points \*Check in, correct and discuss homework (Big Ideas Text page 188 #4-16- evens)\*As a class, complete 4.7 Practice B and then group students to complete Practice A  | Exit Ticket: Big Ideas Text page 187 “Extra Example” #2 | Grouping of students to complete 4.7 Practice BSmall group instruction/re teaching of point-slope form  |  4.7 Practice A  |